

The Marzano School Leadership Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Clear and Consistent Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Marzano School Leadership Evaluation Model* demonstrated alignment to **four** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *Marzano School Leadership Evaluation Model* is **not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Marzano School Leadership Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

| Standard | Number of Elements Aligned | Standard Aligned/Not Aligned |
|------------|----------------------------|------------------------------|
| Standard 1 | 7/8 | Aligned |
| Standard 2 | 5/6 | Aligned |
| Standard 3 | 4/7 | Aligned |
| Standard 4 | 3/4 | Aligned |
| Standard 5 | 2/6 | Not Aligned |
| Standard 6 | 1/4 | Not Aligned |
| Standard 7 | 2/5 | Not Aligned |

Table 2. Detailed Marzano School Leadership Evaluation Model Crosswalk to Wyoming Education Leader Standards

| Wyoming Education Leader Standards | Marzano School Leadership Evaluation Model |
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| <i>Standard 1 - Clear and consistent focus on maximizing the learning and growth of all students</i> | <i>Domain I: A Data-Driven Focus on Student Achievement</i> <i>Domain III: A Guaranteed and Viable Curriculum</i> |

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| Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing. | Domain I: A Data-Driven: (1) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level. |
| Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time. | Domain III: A Guaranteed and Viable Curriculum: (1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. |
| Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction. | Domain I: A Data-Driven: (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students. |
| Key Element D. Ensure a system of accountability for students' academic success and career readiness. | No Alignment |
| Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement. | Domain I: A Data-Driven: (3) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals. |
| Key Element F. Lead the implementation of a high-quality student support and assessment system. | Domain I: A Data-Driven: (5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed. |
| Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students. | Domain I: A Data-Driven: (2) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school. |
| Key Element H. Work with staff to evaluate and use data to improve student achievement. | Domain I: A Data-Driven: (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students. |
| Standard 2 - Instructional and Assessment Leadership | Domain I: A Data-Driven Focus on Student Achievement Domain II: Continuous Improvement of Instruction Domain III: A Guaranteed and Viable Curriculum Domain V: School Climate |
| Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system. | Domain III: A Guaranteed and Viable Curriculum: (1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. |

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| | Domain III: A Guaranteed and Viable Curriculum: (2) The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers. |
| Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback. | No Alignment |
| Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction. | Domain II: Continuous Improvement of Instruction: (3) The school leader is aware of predominant instructional practices throughout the school. |
| Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice. | Domain II: Continuous Improvement of Instruction: (1) The school leader provides a clear vision as to how instruction should be addressed in the school. Domain III: A Guaranteed and Viable Curriculum: (3) The school leader ensures that all students have the opportunity to learn the critical content of the curriculum. |
| Key Element E. Promote the effective uses of technology to support teaching and learning. | Domain V: School Climate: (5) The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. |
| Key Element F. Ensure the use of formative assessment data to inform instruction. | Domain I: A Data-Driven: (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students. Domain I: A Data-Driven: (5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed. |
| Standard 3 - Developing and Supporting a Learning Organization | Domain II: Continuous Improvement of Instruction Domain IV: Cooperation and Collaboration |

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| Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff. | Domain II: Continuous Improvement of Instruction: (4) The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. |
| Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success. | Domain II: Continuous Improvement of Instruction: (5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. |
| Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning. | Domain IV: Cooperation and Collaboration: (1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching. Domain IV: Cooperation and Collaboration: (3) The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. |
| Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes. | No Alignment |
| Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process. | No Alignment |
| Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities. | Domain IV: Cooperation and Collaboration: (4) The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately. Domain IV: Cooperation and Collaboration: (5) The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. |
| Key Element G. Facilitate high functioning groups of faculty and staff. | No Alignment |
| Standard 4 - Vision, Mission, and Culture | Domain I: A Data-Driven Focus on Student Achievement Domain V: School Climate |

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| Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student. | <p>Domain I: A Data-Driven: (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.</p> <p>Domain I: A Data-Driven: (3) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> |
| Key Element B. Articulate, advocate, and cultivate core values that define the school's and district's culture. | Domain V: School Climate: (2) The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations. |
| Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice. | <p>Domain V: School Climate: (3) The school leader ensures that faculty and staff perceive the school environment as safe and orderly.</p> <p>Domain V: School Climate: (4) The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.</p> |
| Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community. | No Alignment |
| Standard 5 - Efficient and Effective Management | Domain II: Continuous Improvement of Instruction Domain V: School Climate |
| Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team. | Domain II: Continuous Improvement of Instruction: (2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans. |
| Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning. | No Alignment |
| Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans. | No Alignment |

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| Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies). | No Alignment |
| Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals. | Domain V: School Climate: (5) The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. |
| Key Element F. Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements. | No Alignment |
| Standard 6 - Ethics and Professionalism | Domain V: School Climate |
| Key Element A. Lead with integrity. | Domain V: School Climate: (1) The school leader is recognized as the leader of the school who continually improves his or her professional practice. |
| Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers. | No Alignment |
| Key Element C. Contribute to district and state initiatives. | No Alignment |
| Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making. | No Alignment |
| Standard 7 - Communication and Community Engagement | Domain IV: Cooperation and Collaboration |
| Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission. | Domain IV: Cooperation and Collaboration: (2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives. Domain IV: Cooperation and Collaboration: (4) The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately. |
| Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals. | No Alignment |
| Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students. | No Alignment |

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| Key Element D. Are easily approached, available, and inviting to students, staff, and community. | <i>No Alignment</i> |
| Key Element E. Are intentional about considering improvement ideas from outside the school system. | Domain IV: Cooperation and Collaboration: (5) The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. |

